**INFORMATION PACK**  
**Head of Chemistry**

Full time and Permanent

Required from April 2024

**Overview of the Role**

A very well qualified and enthusiastic specialist is required to lead the chemistry department within this highly successful grammar school. The department is integral to the school’s curriculum provision at key stages 3, 4 and 5. Numbers choosing chemistry at KS5 are high and the department achieves excellent public examination results at both GCSE and A level.

**The full job description and person specification are at the end of this pack.**

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**Bright Futures Educational Trust**

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: **community, integrity, and passion**. In everything we do, we remember that we are accountable to the children, families, and communities that we serve.A group of logos on a white background

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Our schools have their own identities, form one organisation and have one employer, Bright Futures Educational Trust. Bright Futures’ Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Heads of School and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: [About Us - Bright Futures Educational Trust (bright-futures.co.uk)](https://www.bright-futures.co.uk/about-us/)

The central team includes the Executive Team: John Stephens, CEO; Edward Vitalis, Deputy Chief Executive; Gary Handforth, Director of Education; Lisa Fathers, Director of Education & Partnerships; and Lynette Beckett, Director of People & Strategy.

The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge, and support. In addition to the executive team, we have central operations for finance, communications and marketing, HR, educational psychology, and digital technologies. Please see our website brochure which explains our central operations: [Why-Join-Bright-Futures](https://www.bright-futures.co.uk/wp-content/uploads/2023/07/Why-Join-Bright-Futures.pdf)

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Bright Futures Professional Development Institute is another important outward facing component of our organisation. Underneath this umbrella we have several hubs. Bright Futures Training which provides school improvement services and CPD to over 700 schools [Bright Futures Training](http://training.bright-futures.co.uk/), a North West Maths’ Hub [NW1 Maths Hub](http://www.nw1mathshub.co.uk/), providing mathematics training and coaching to 500 schools, and a SCITT (School Centred Initial Teacher Training) [Bright Futures SCITT](https://www.bright-futures.co.uk/development-network/bright-futures-scitt/), which is the largest in the North West. Within the Development Institute, Bright Futures also has two [Teaching School Hubs](https://tsh.bright-futures.co.uk/), serving Manchester, Stockport, Salford, and Trafford. [Bright Futures Send Outreach](https://www.bright-futures.co.uk/bright-futures-send-outreach/) is another service which we provide across the Northwest. We have also been designated as an Early Years Stronger Practice Hub to work across the North West as the [Bright Futures Early Years Hub.](https://brightfuturesedutrust.sharepoint.com/Users/JMoores/Downloads/earlyyears.bright-futures.co.uk)

**Collaboration and strong relationships form one of the ‘commitments’ in our Strategy and all components of the Bright Futures’ family work closely together. Our Strategy was developed collaboratively and can be found on our website:** [**Our Strategy**](http://bfet.co.uk/about-us/our-strategy/)**.**

**Altrincham Grammar School for Girls**

**A picture containing outdoor, tree, plant

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AGGS is committed to providing equal opportunity in recruitment and employment to all individuals. We will consider candidates without regard to race, ethnicity, gender, religion, sexual orientation and identity, national origin, age, military or veteran status, disability or any other legally protected status; and without discrimination based on socioeconomic, marital, parental or caregiving status, or any of the previously listed characteristics or statuses.

We value the diversity of our staff and reject any form of harassment, discrimination or victimisation. The Bright Futures Educational Trust vision is: ‘the best for everyone, the best from everyone’. To achieve this, we create and maintain a work environment and culture where people from different backgrounds, and with varying lifestyles, interests, opinions and responsibilities, treat each other with dignity and respect. It is a climate in which our staff feel safe and are inspired and motivated to be their best.

Our school is dedicated to sustaining and promoting diversity with respect to recruitment, promotion, training and general treatment during employment. We are actively seeking to extend the diversity of our staff. Furthermore, we welcome candidates who have not had previous experience of working in a grammar school.

We aim to ensure that our recruitment processes set up all candidates for success. At interview our aim is to provide a positive experience. We don’t want to catch anyone out, but rather to provide the opportunity for all candidates to be themselves and show us what they are capable of.

**WHY WORK FOR US?**

****We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the [Equality,  
Diversity, an Inclusion statement](https://www.bright-futures.co.uk/join-us/job-vacancies/) on our website.

**Terms and Conditions**

**Salary:** School Teachers Terms & Conditions pay range. You will also be rewarded a TLR 2B for your responsibilities as Head of Department, with an annual value of £5,349.

**Pension:** Local government pension scheme. Please take a look at the website:   
Teachers Pension Scheme: https://www.teacherspensions.co.uk/

**Other:** We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions.  
We also offer opportunities for professional development.

**For a full explanation of our employment offer please see the booklet on our website:**

[Our-Employment-Terms-November-2023.pdf (bright-futures.co.uk)](https://www.bright-futures.co.uk/wp-content/uploads/2023/11/Our-Employment-Terms-November-2023.pdf)

**How to Apply**

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

**NO AGENCIES PLEASE.**

Our application form is available online, along with the disclosure of criminal background form. The portal link is [HERE](https://bfet.jotform.com/233271700472954). Alternatively, you can click Apply Now on this role via the current vacancies page of our website. Please upload the forms by 9 am on Monday 11 December 2023.

The selection will take place on Friday 15 December. You will be notified after the closing date whether you have been shortlisted.

**Keeping Children Safe in Education**

**Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.**

**Data Privacy**

You can read the details of how we use the personal data that you provide us with in our Job Applicants’ privacy notice on our website: [Applicant Privacy Notice](https://www.bright-futures.co.uk/wp-content/uploads/2021/11/BFET-Applicant-privacy-notice-002.pdf)

**JOB DESCRIPTION**

**Head of Chemistry**

**JOB SUMMARY**

We are looking for a well-qualified and enthusiastic teacher of chemistry to lead our large and highly successful science team. The successful candidate will be expected to be able to teach science at key stage 3 and chemistry up to A level.

The science department comprises a Head of Chemistry, a Head of Physics and a Head of Biology who lead the science department collaboratively. There are currently four teaching staff in the chemistry department (including the Head of Chemistry and the Second in Chemistry) and one full time technician.

In Years 7 and 8, all students follow an integrated science course and chemistry is taught as a separate subject, by subject specialists, from Year 9. At GCSE, students are offered either the AQA Trilogy course, leading to two GCSEs in science, or the option of AQA separate sciences and achieving GCSE qualifications in separate biology, chemistry and physics. Chemistry is an extremely popular subject choice at A Level. The successful applicant will be responsible for overseeing the tailor-made schemes of work at KS3, 4 and 5 and will be accountable for student progress and development within this subject across all 7 years.

Results at both GCSE and A level are outstanding. In 2023, 95% of all chemistry GCSE entries were awarded grades 7-9, and 69% were at the very highest 9 grade. For trilogy, 97% of all grades were 7-9. At A level, 79% of entries were awarded A\*-B.

As a subject that is well-respected by the students, it is important that chemistry education lives up to its relevant, interactive and challenging nature. The person appointed will be expected to maintain high standards of teaching and learning across the chemistry curriculum, maintain excellence student attainment and achievement and to support the school ethos in its desire for every student to develop their potential to the full and flourish as an individual. Previous experience of teaching chemistry is essential. The ideal candidate will be a self-assured teacher, with strong classroom management skills, who has a willingness to try new things and can demonstrate enthusiasm for science and chemistry. We seek to appoint a candidate with excellent subject knowledge and a genuine passion for developing chemistry, who will relate well to students and deliver lessons in a manner which will encourage enthusiasm for the discipline.

**PERSON SPECIFICATION**

| **Category** | **Essential** | **Desirable** | **Method of assessment** |
| --- | --- | --- | --- |
| Qualifications, Education, training | * Good Honours degree in relevant subject. * QTS * Recent relevant in-service training. | * Professional qualification eg NPQML | * Application form * Interview * Certificates |
| Relevant Experience | * Successful teaching experience, including the teaching of chemistry at key stage 3 and 4. * Contribution to the work of a science department including involvement in curriculum/lesson planning, development and evaluation. | * Experience of responsibility within a science or chemistry department. * Experience of teaching A level chemistry. * Experience of the role of form tutor. * Experience in developing departmental policies and strategies. | * Application form * Interview * Task |
| Knowledge, skills, and abilities | * The ability to teach science at KS3 and chemistry at key stages 4 and 5. * Excellent oral and written communication skills. * Excellent ICT skills * Ability to exercise control in the classroom and encourage good behaviour. * Enthusiasm for science in general and chemistry in particular and the ability to generate this in others. * Clear understanding of appraisal procedures for teaching and associate staff. * Evidence of leading CPD effectively. * Ability to lead and work as part of a team. * Ability to plan, organise, review and adapt. * Ability to lead and advise on literacy and numeracy within the science/chemistry curriculum. * Knowledge of recent science issues and of current resources for science and chemistry teaching. |  | * Application form * Interview * Task |
| Personal Qualities/Other | * Ability to manage, motivate, support and inspire trust in others. * Ability to formulate, monitor, evaluate and review plans and policies. * Ability to lead INSET and research at department/school level. * Ability to confront and resolve problems. * Ability to innovate and manage change. * A commitment to further training and a willingness to participate in relevant CPD. * A willingness for the department’s lessons to be observed as part of professional development. * A passionate commitment to develop the best in young people. * Willingness to be engaged in partnership and community activities. * Commitment to the aims and ethos of the school and trust. * Commitment to pastoral care. * A willingness to be involved in extra-curricular activities. * Flexibility and a willingness to be involved in change. * The ability to maintain confidentiality and discretion inside and outside school. * A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour. |  | * Application form * Interview |
| Safeguarding | * Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people |  | * Application form * Interview * Task |
| Our Values | * Community: Evidence of working together for a common purpose and encouraging diversity * Integrity: Evidence of doing the right things for the right reason * Passion: Evidence of taking personal responsibility, working hard and having high aspirations |  | * Interview * Task |

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**APPENDIX**

**TLRs for Heads of Department**

Where there are seconds in the department, Heads of Department need to identify the area of responsibility/ies they would wish their second to take on as areas for development under their leadership. It is expected these roles and responsibilities will change annually or biennially. The Head of Department still maintains the overall responsibility for the department, sets the standard of leadership within the department and exercises their leadership on behalf of the Leadership Team.

**Head of Department to take responsibility for:-**

**Personnel issues:**

* The induction of ECTs including: weekly monitoring meetings, lesson observations and feedback, all other obligations as set out in the guidelines for ECT induction.
* The induction of new staff, teaching and associate.
* The induction of trainee teachers including: weekly monitoring meetings, lesson observations and feedback, all other obligations as set out in the guidelines for trainee teacher induction.
* Appraisal.
* Professional development of staff, both teaching and associate, within the department.
* Effective deployment of staff.
* Ensuring that all members of staff are issued with/have access to relevant student data.
* Supporting colleagues in the use of new technologies especially in the areas of teaching and learning, assessment and reporting.
* Ensuring the appropriate use of ICT by staff is embedded at all key stages.
* Feeding back formally to colleagues from heads of department or other relevant meetings.
* Organizing external examination entries with the examination officer.
* Contributing to the departmental content of the KS3, KS4 and KS5 booklets.
* Holding regular meetings within the department and sending a copy of agenda and action points/minutes to the leadership team and the office manager (by email please).
* Overseeing implementation of dress code and punctuality within department.
* Monitoring staff absence and its effect on teaching and learning.
* Monitoring the quality of teaching and learning within the department.
* Liaison with assistant vice-principals on matters relating to timetabling and most effective use of human resources.
* Advising the principal on staffing issues, responsibility allocation with job descriptions and appointments to the department.
* Ensuring that recruitment, meeting and subsequent feedback to candidates is carried out in a professional manner.
* Liaising with the school librarian on the purchase of appropriate resources and the organization of special displays.
* Fostering and supporting a good working relationship within the team and the whole school including associate staff, senior staff and line managers.
* Reporting regularly to the leadership team on the department’s successes, areas for improvement and proposed future developments.

**Student and student responsibilities**

* Providing reading and research lists for students in Year 11 going into Year 12.
* Regular monitoring of books and marking.
* Overseeing department SOWs and resources.
* Ensuring that homework of quality is set in line with the school policy.
* Encouraging, supporting and coordinating the department’s extra-curricular activities.
* Ensuring provision for SEND, G+T, EAL and other groups.
* Co-ordination of the department to ensure that students and students are encouraged and able to access help when required.
* Regularly inviting specialist speakers into school and organising specialist excursions.
* Ensuring students are using appropriate numeracy and literacy strategies in their work.
* Annual update of departmental handbook.
* Regular review of syllabus requirements.
* Review of examination results, including strategies for improvement.
* Overseeing target setting for students and for the department.
* Overseeing that subject specialist support and advice is available for examination results days for students and senior staff.
* Ensuring the department’s behaviour policy is up to date and followed.
* Updating senior staff on departmental developments and student progress.
* Ensuring students are using appropriate ICT in their work.

**Physical resources**

* Ensuring that colleagues within the department will take care of teaching rooms, corridor areas, stock rooms etc. including furniture and maintain them to high standards.
* Referring on health and safety issues as per school policy.
* Creating and maintaining an attractive teaching environment, monitoring displays of students’ work and ensuring that such examples are correct and of a high standards.
* Completing annually capitation review and bid.
* Completing the DDP (Department Development Plan), including the mid-year review and contributing to the SDP (School Development Plan).
* Ensuring that the shared school target is a focus for members of the department.
* Ensuring effective use of resources including the quality of ICT hardware and software within the department.

**Parents and the wider community**

* Contributing to school developments such as school to school support.
* Supporting and contributing where appropriate to the cross-curriculum e.g. citizenship; enterprise education; careers; ICT.
* Reporting termly to the Principal on the department for the Principal’s report to governors.
* Overseeing the department’s contribution to various publications such as the school newsletter, including publicizing the department’s successes.
* Overseeing the production of quality reports to parents.
* Overseeing the preparation for open evening and morning, 6th form open evening and Year 9 options evening.
* Working with senior tutors and senior staff in promoting the aims and ethos of the school.
* Working towards a harmonious and supportive partnership between all parties in the school.
* Participating in delivering relevant training or INSET to colleagues within and outside the department as and when required.
* Carrying out regular lesson observations and learning walks to ensure the standard of teaching and learning in the department is consistently high and to support the teaching school initiatives.
* Carrying out any other relevant duties/responsibilities as and when requested by the Principal.
* Supporting the work and aims of the Bright Futures Educational Trust.

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